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**ASSIGNMENT BOOKLET 7A**

Grade One Thematic  
Module 7A: Days 1 to 9

**Home Instructor's Comments and Questions**

\_\_\_\_\_  
**Home Instructor's Signature**

**FOR HOME INSTRUCTOR USE**  
 (if label is missing or incorrect)

Student File Number:

Date Submitted:

**Apply Module Label Here**

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

**FOR SCHOOL USE ONLY**

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

**Teacher's Comments**

\_\_\_\_\_  
**Teacher's Signature**

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- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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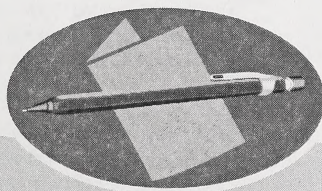


# **Grade One Thematic**

## **Module 7**

### **Under the Magnifying Glass**

#### **ASSIGNMENT BOOKLET 7A**



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# This product is the result of a joint venture with the following contributors:



Alberta Learning  
10155 – 102 Street  
Edmonton, Alberta T5J 4L5



Ministry of Education  
PO Box 9150, Stn Prov Govt  
Victoria, British Columbia V8W 9H1  
Internet: <http://www.gov.bc.ca/bced/>



Learning Technologies Branch  
Box 4000  
Barrhead, Alberta T7N 1P4  
Tel: (780) 674-5350, Fax: (780) 674-6561



Open School  
Open Learning Agency  
1117 Wharf Street, 2nd Floor  
Victoria, British Columbia V8W 1T7  
Internet: <http://www.openschool.bc.ca/>



Alberta Distance Learning Centre  
Box 4000  
Barrhead, Alberta, Canada T7N 1P4  
Tel: (780) 674-5333, Fax: (780) 674-6977  
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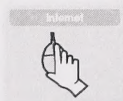


Learning Resources Centre  
12360 – 142 Street  
Edmonton, Alberta T5L 4X9  
Tel: (780) 427-2767, Fax: (780) 422-9750

Grade One Thematic  
Module 7A: Under the Magnifying Glass  
Assignment Booklet 7A  
Learning Technologies Branch  
ISBN 0-7741-2351-6

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Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
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Other	

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- Alberta Learning, <http://www.learning.gov.ab.ca>
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# Grade One Thematic Assignment Booklet 7A

## Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

## Directions for Home Instructor and Student


Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student  
will appear like this.

Text for you  
will appear like this.

[illegible]





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[https://archive.org/details/gradeonethematic07albe\\_1](https://archive.org/details/gradeonethematic07albe_1)

# Day 1      Printing Long a Words

On the lines below, print five words containing a **long a** and ending with a **super e**.

Handwriting practice lines for printing words. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for the student to write five words.

# Day 1

# Signs of Life

Use the information from the story "What Bugs Do," found in *Slide In*, to complete the following chart. The first one is done for you as an example.

Name of Bug	What the Bug Does
caterpillar	crawls and eats leaves
spider	
grasshopper	
ant	
bee	
butterfly	
mosquito	



# Day 1

# My Bean Seed

## My Bean Seed

by \_\_\_\_\_

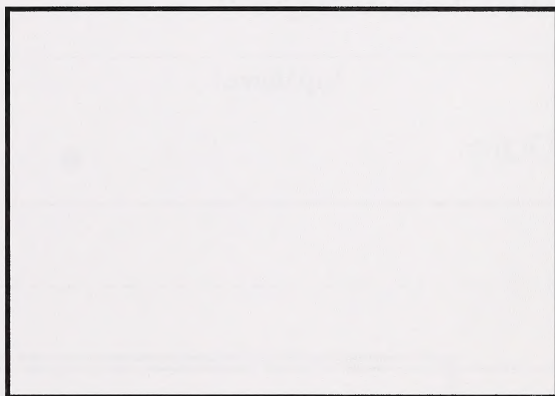
Date:

\_\_\_\_\_

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\_\_\_\_\_

I planted my bean seed on this date.



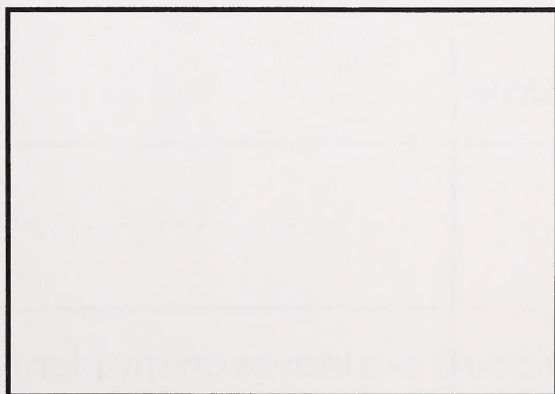
Date:

\_\_\_\_\_

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\_\_\_\_\_

Today I first noticed sprouts coming from my bean seed.



Date:

\_\_\_\_\_

-----

\_\_\_\_\_

I saw that the roots grew

(up/down)

and the stem grew

(up/down)

Date:

\_\_\_\_\_

-----

\_\_\_\_\_

My bean stem broke through the  
surface of the soil today.

Date:

\_\_\_\_\_

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\_\_\_\_\_

I could see leaves on my plant  
today.



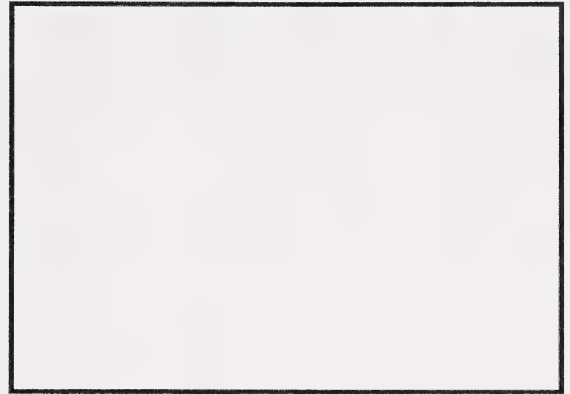
Date:

\_\_\_\_\_

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\_\_\_\_\_

My plant has grown to be more  
than 5 cm long now.



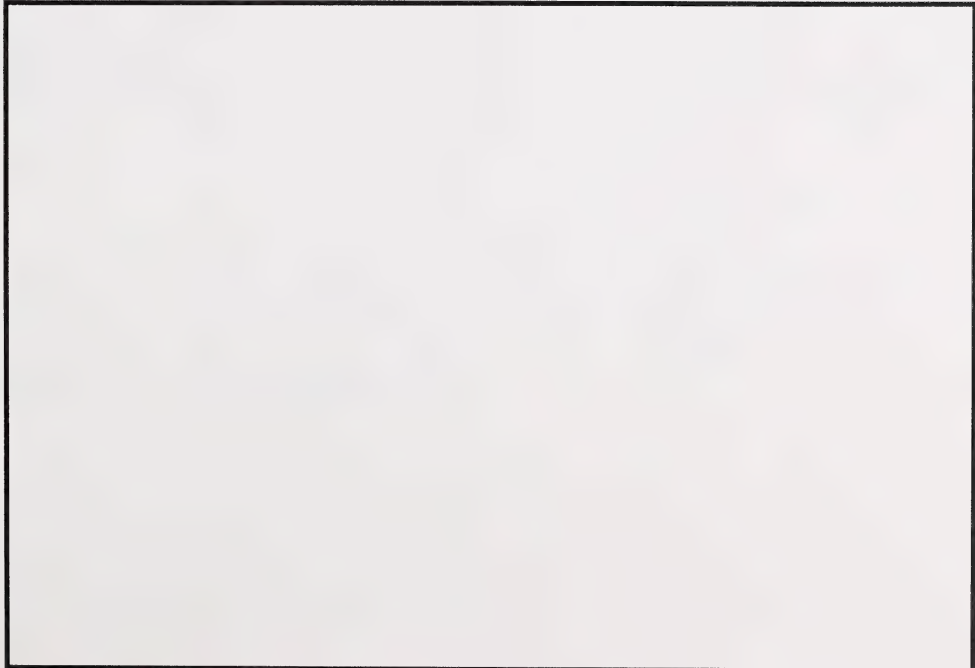
Date:

\_\_\_\_\_

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\_\_\_\_\_

This is me and my plant.







# Day 1

# Learning Log

## Home Instructor's Comments

What have you observed about your student's developing ability to classify living and non-living things? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is motivated to locate information with help  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • finds information from different sources: print, pictures, viewing, listening to people, Internet |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • presents information in a sentence  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • presents information through pictures   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a chart to record information  |

Add any further comments or questions about the research project or other activities from today.

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## Student's Thoughts

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# Day 2 Experiment Checklist

Day	My Bean Seed	Planted Seeds	Seeds in Glass Jar	Seeds in Sealed Bag	Yam/Potato/Carrot/Beet	Bread in Bag	Plants' Needs
1	start						
2		start	start	start			
3		W					
4							
5					start	start	
6		W			W		
7							
8		W			W		
9							start
10		W					
11							
12		W			W		
13							
14		W					
15					W		
16		W					
17							
18		W					

start

Experiment began on this day.

Experiments are used on these days. Mark each  with a ✓ when completed.

Serves as a reminder to check the plants for moisture on these days. Trace the W when this activity has been done.



# Day 2

# Learning Log

## Home Instructor's Comments

What have you observed about your student's developing knowledge of action words and enjoyment of moving in various ways? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • thinks of words that describe body movements         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • performs a variety of movements                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • modulates voice from loud to soft when speaking      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks for clarification when words are not understood |

Add any questions or concerns about your student's ability to move through an obstacle course or the understanding of action words.

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## Student's Thoughts

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**Day 3****Spelling Pre-Test**

Print one spelling word on each line below.

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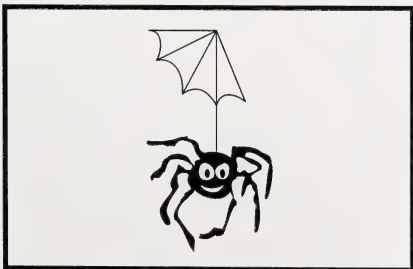
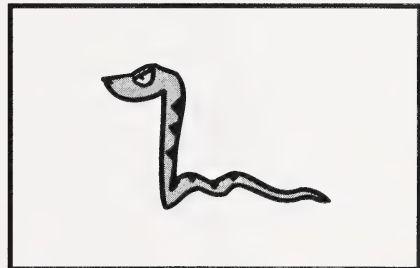
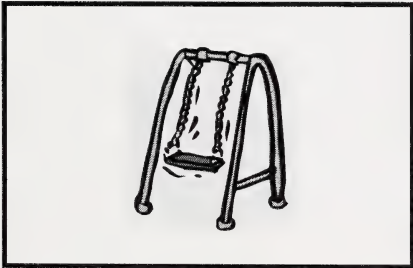
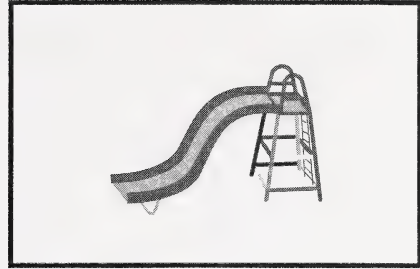
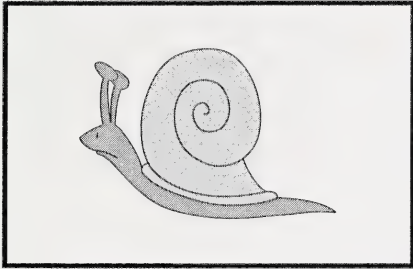
# Day 3

# S Blends

Cut out the spinner, arrow, and picture cards on the following pages. Attach the arrow to the spinner with a paper fastener.





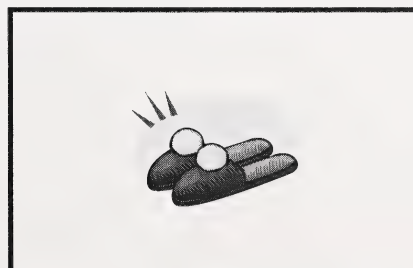
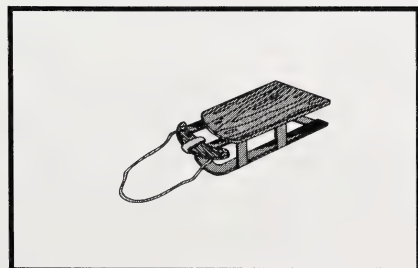
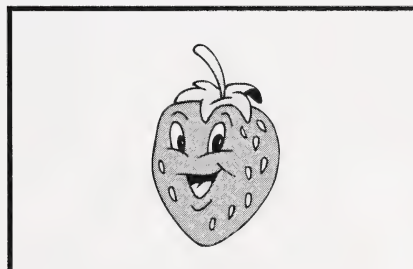
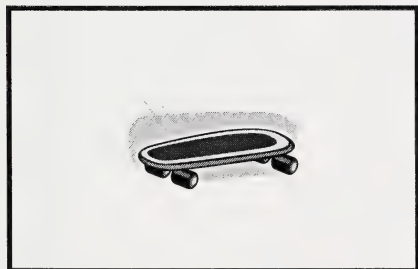
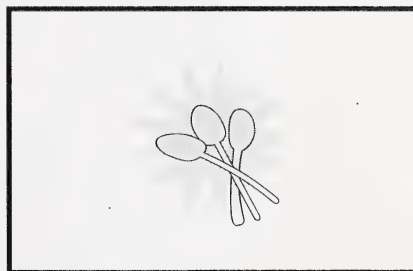
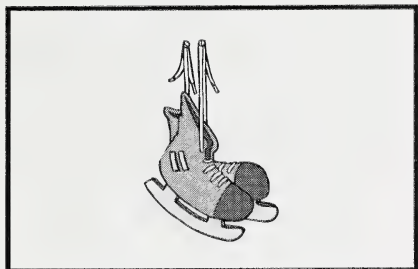
**Day 3****S Blends**





## Day 3

## S Blends







# Day 3

# Parts of a Seed

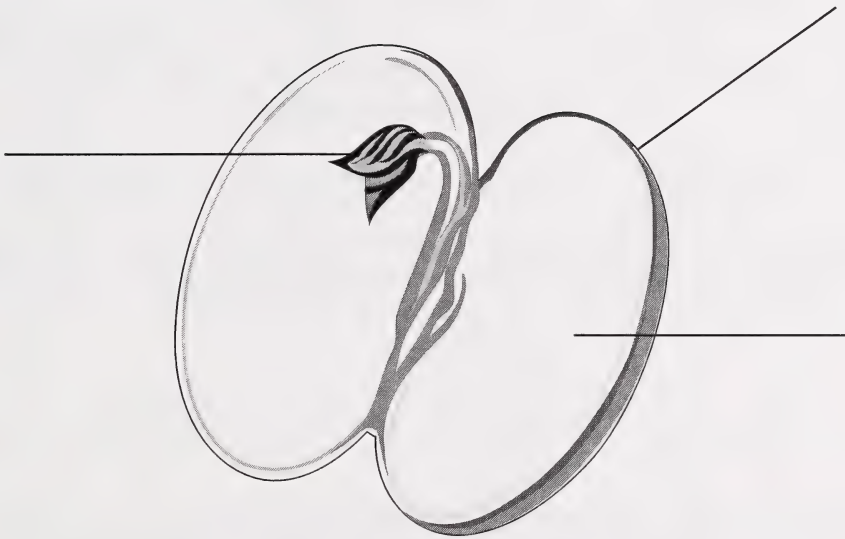
## Making a Seed

1. Colour the seed and the baby plant.
2. Label the parts of the seed using the following words.

seed coat

new plant

food



# Day 3

# Learning Log

## Home Instructor's Comments

What have you observed about your student's developing ability to spell words that have not been studied? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to do printing assignments                                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows how to form most of the letters correctly                         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can print neatly using lines  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can print neatly without lines  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is beginning to reduce the size of the letters when using unlined paper |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers to leave spaces between words                                 |

Add your comments or questions about the student's development or this day's activities. Then record the student's thoughts about the day.

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## Student's Thoughts

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**Day 5****Matching -ar and  
-er Words**

Match each word from the box to its correct meaning. The first one has been done for you as an example. Not all the words in the box will be used.

star  
fern

father  
park

pitcher  
garden

winter  
mother

1. a kind of plant \_\_\_\_\_ fern \_\_\_\_\_

2. a place to play \_\_\_\_\_

3. twinkles in the sky \_\_\_\_\_

4. where vegetables and flowers grow \_\_\_\_\_

5. another word for dad \_\_\_\_\_

6. the coldest season \_\_\_\_\_

7. a container for juice \_\_\_\_\_



# Day 5    Crunchy Granola Recipe

**Crunchy Granola**  
makes 3 to 3.5L (12–14 cups)

## Ingredients

1.5L (6 cups) oatmeal  
250 mL (1 cup) coconut  
250 mL (1 cup) wheat germ  
125 mL (1/2 cup) sunflower seeds  
50 mL (1/4 cup) chopped nuts  
5 mL (1 teaspoon) salt  
125 mL (1/2 cup) vegetable oil  
75 mL (1/3 cup) liquid honey  
75 mL (1/3 cup) water  
5 mL (1 teaspoon) vanilla  
250 mL (1 cup) raisins or other dried fruit (added after baking)

**Procedure**

1. Have your home instructor turn the oven on to 175°C (350°F).
2. Measure each ingredient carefully and pour it into a large bowl.
3. Mix all of the ingredients together.
4. Pour the mixture onto two greased cookie sheets.
5. Bake at 175°C (350°F) for 30 minutes. Make sure your home instructor stirs the mixture every now and then.
6. Add the raisins or any other dried fruit you may like.
7. Enjoy!

## Day 5

## Learning Log

**Home Instructor's Comments**

What have you observed about your student's physical development? Check **yes** or **not yet**.

☐ yes☐ not yet

• is able to throw objects overhand for a distance

☐ yes☐ not yet

• shows enthusiasm in learning new techniques for physical endeavours

☐ yes☐ not yet

• is willing to practise during activities

☐ yes☐ not yet

• can print neatly without lines

☐ yes☐ not yet

• actively participates in Project Time activities

Add your comments or questions about the student's development or this day's activities. Then record the student's thoughts about the day.

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**Student's Thoughts**

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# Day 6

# Long i Fun

Can you find and circle 6 **long i** words in the puzzle below?  
The first one has been done for you as an example.

h	i	d	e	h	i	k	e
c	b	i	t	e	a	f	v
d	k	h	t	r	y	b	i
t	m	i	c	e	l	c	n
i	g	k	t	h	i	v	e
e	s	i	d	e	q	z	j

Print the words you found on the lines.

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

# Day 6

# Learning Log

## Home Instructor's Comments

What have you observed about your student's developing enjoyment of and ability to solve problems using the scientific process of experimentation? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys developing own plan for solving a problem                          |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is creative in developing strategies for solving a problem                |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys solving problems   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an interest in learning the names for the different seed travellers |

Add your comments or questions about the student's development or this day's activities. Then record the student's thoughts about the day.

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## Student's Thoughts

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# Day 7

## Identifying Long u Sounds

Choose the correct word from the box to complete each of the following sentences.

drew  
chum

glue  
crew

mule  
grew

chew  
draw

blue  
black

1. You are as stubborn as a \_\_\_\_\_.
2. The plant \_\_\_\_\_ very tall.
3. The \_\_\_\_\_ of the ship worked very hard.
4. The colour of the sky is \_\_\_\_\_ on a hot summer day.
5. The artist \_\_\_\_\_ a very nice picture.
6. Make sure to \_\_\_\_\_ your food carefully.
7. I need some \_\_\_\_\_ to fix the broken toy.

Print the three words that  
were not used in the  
sentences.

# Day 7

# Learning Log

## Home Instructor's Comments

What have you observed about your student's development in writing sentences?  
Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers to use capital letters at the beginning of sentences and for the names of people, places, and things |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers proper end punctuation   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes sentences that are complete thoughts  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes sentences that are longer and more developed than they were in the past                                 |

Add any additional information or comment about the day's work. Then record the student's thoughts about the day.

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## Student's Thoughts

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# Day 8

# Learning Log

## Home Instructor's Comments

What have you observed about your child's developing attitude, knowledge, and skills in reading? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys reading out loud to others                                |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • likes to make presentations to family and/or friends             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tries various reading strategies when encountering unknown words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to take risks in reading unfamiliar material          |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can retell a story in own words                                  |

Use this space to add any additional information or comment about the day's work.

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## Student's Thoughts

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# Day 9      Recognizing Syllables

1. Read each word and clap the beats you hear.
2. Print the number of syllables on the blank next to each word. The first two are done for you as examples.

\_\_\_1\_\_\_ they

\_\_\_2\_\_\_ again

\_\_\_\_\_ and

\_\_\_\_\_ are

\_\_\_\_\_ from

\_\_\_\_\_ many

\_\_\_\_\_ after

\_\_\_\_\_ each

\_\_\_\_\_ through

\_\_\_\_\_ said

\_\_\_\_\_ about

\_\_\_\_\_ called

\_\_\_\_\_ people

\_\_\_\_\_ any

\_\_\_\_\_ made

\_\_\_\_\_ find

\_\_\_\_\_ because

\_\_\_\_\_ would

# Day 9

# Story Study

Story Title

Characters

Setting

Events

## Day 9

## Plant Needs

What do you think will happen to the plant that is getting water, air, and light?

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In Experiment 1, a plant will not get any water. What do you think will happen to this plant?

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## Day 9

## Plant Needs

In Experiment 2, a plant will not get any air. What do you think will happen to this plant?

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In Experiment 3, a plant will not get any light. What do you think will happen to this plant?

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## Day 9

## Learning Log

**Home Instructor's Comments**

What have you observed about your student's developing listening skills? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys listening to stories and poems                         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • generally shows interest in what people have to say           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers details after listening to a story or song          |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys listening to a variety of media (radio, tapes, CD, TV) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can hear the beats or syllables in phonics work               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • easily follows directions                                     |

Use this space to add any additional information or comment about the day's work.

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**Student's Thoughts**

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**Grade One Thematic  
Assignment Booklet 7A  
Module 7A: Under the Magnifying Glass  
Student Folder Items**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

**Days 1-9**

- ☐ Assignment Booklet 7A (Check that all assignments are complete, including the student activities and Learning Logs.)

**Day 1**

- ☐ Living and Non-Living Things chart

**Day 2**

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 165 and 166
- ☐ Long a chart
- ☐ Journal Writing
- ☐ How to Plant a Seed chart

**Day 3**

- ☐ Journal Writing
- ☐ Not Soaked and Soaked chart

**Day 4**

- ☐ Printing Page
- ☐ What I Know About Seeds
- ☐ Kinds of Seeds

**Day 5**

- ☐ Journal Writing

## Day 6

☐  
☐  
☐  
☐

- What I Know About Flowers
- What I Want to Learn About Flowers
- Journal Writing
- Seed Travellers page from Project Time

## Day 7

☐

- Journal Writing

## Day 8

☐  
☐  
☐  
☐

- What I Know About Watermelons
- Vegetable Classification pages
- Parts of Plants
- audio cassette recording of movie script for the “Beans, Beans” story

## Day 9

☐  
☐

- cassette recording of unpractised or practised reading of “Popcorn” from Collections reader *Under My Hood*
- Journal Writing (optional)

## Image Credits

### Page

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